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# A COMPLETE MUNICIPAL UNIVERSITY

BY CHARLES H. LEVERMORE

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NEARLY all great American universities now dwell in great cities. In the city the university finds the wealth that can maintain it. There it finds the manifold industries that need its training and can profit by its co-operation. There only are the hosts of students of every age and either sex for whom the university is constantly opening a thousand gateways into life. There also are the finest preparatory schools, and, as they are sustained at the public expense, there alone can the children of the poor command the best preliminary education.

These are the youth swarming in metropolitan schools and streets and shops, who must have freedom of outlook and power of uplift if cities are to grow better and the nation is to endure. These are the people who at once transact and shape business and determine our politics, and their safety and sanity will find a guarantee, if anywhere, in the industrial and commercial and liberal education of the university. The mass of voters in our large city democracies is now and will for a long time be crude material. Their action upon public, as well as private, questions will be profoundly affected by the character of their leadership. A city university wisely managed should be in close touch with all classes and all kinds of organizations and should become one of the firmest guarantees of industrial peace and progress.

Schools, public and private, do not now prepare the youth for the labors in which most of them must engage. In country districts the children have at every turn opportunities to learn practical services which no schools teach them. The city child is unfortunate because usually he can have scarcely any "chores" to do. He is fortunate because his numerous points of contact with a bustling life brighten

his eyes and sharpen his wits, but there is too little in his home or school—excellent as it is—that relates his thought and action to the skilled labor behind the walls of shop and factory. Trade schools are few and far between; commercial high schools are beginning to appear, but none of these are yet articulated with the university schools of science and commerce.

The needs of the organized life of the city, however well defined, are usually less potent in determining the activities of the university and the direction of its policies than the conditions of collegiate origin and the traditional importance of certain professional schools. The time has come for the creation of a great university to fit the great city. I propose the establishment of a complete university equipped to meet every rational educational need of the mature life of the community and nation in which it stands. The outward forms of such a university will include much more than expansions and duplications of existing institutions, and its development need not be too inexorably governed by academic traditions. The need of the modern university is not to conserve or exalt the forms of any department or division of education, but to include them all and offer them to all. To the mature and earnest student its doors should be open without question of any other qualification than that of readiness to profit by instruction in the subjects desired. The conditions of matriculation for courses to degrees and for the winning of degrees should be strict and exacting, while admission for study in general should be as easy as the purchase of goods in a store.

The university should aim always to maintain the widest possible expansion of its public service, as well as the closest possible co-ordination and interrelation of its various departments. The university alone can unify all these educational activities under its own control. It is, therefore, the sole agency to which we may look for a solution of problems in economy of administration.

The equally important duty of directing the student in his choice of work has not yet been satisfactorily met by large colleges and universities. The failure has been due chiefly to the welter of elective studies and to the lack of a force of teachers with character, power, and numbers sufficient to cope with the needs of an ever-increasing multitude of students. The university must know how to include

many colleges and yet preserve that close personal touch with the individual student which was and is the chief strength of the small and specialized college of the ancient sort.

At present when one thinks of the university he thinks only of the education in the humanities, in technical science, or in professional studies for law, teaching, medicine, theology. Vital as these are, they are obviously a discipline within the reach of a small minority, a fortunate few. It is essential to train for social leadership; but in the modern city it is possible for the modern university to educate the rank and file as well as the officers. The university is henceforth not to be contented with a sheltered refuge upon the heights to which it invites the eager scholars. It will say to the people not only, "Come to me," but also, "I am coming to you." It will send forth its trained experts to the homes and shops and factories. It will become the recognized seat of authority concerning social, industrial, and political conditions. It will become for its own community a universal Bureau of Municipal Research. It will be the central office for every organization that is working for social and economic betterment, whether they be civic leagues, chambers of commerce, or trade-unions.

A complete university will be found to comprise at least four collegiate organizations, based upon a common foundation of high-school preparation and introductory elementary studies, closely interwoven with one another, and offering at many points to the student a most valuable facility of transition. These four colleges are:

1. The College of Technology and of Industrial Arts and Sciences.
2. The College of Fine Arts and Design.
3. The College of Liberal Arts.
4. The College of Commercial Studies.

Around the first and third would cluster the great schools of professional instruction which are historically familiar to all. But to these others should be added to satisfy the needs of the modern social organization, until each one of the four fundamental colleges is equipped to give every variety of vocational or cultural training that can be developed from its basal studies. In the accompanying diagram an attempt is made to link each vocational course with the professional course to which it is directly related.

# A COMPLETE MUNICIPAL UNIVERSITY

## A TRAINING FOR LIFE AND FOR EVERY OCCUPATION IN THE COMMUNITY

HIGH SCHOOL.		HIGH SCHOOL.		HIGH SCHOOL.	
<i>Industrial and Scientific Courses.</i> College of Technology and of Industrial Arts and Sciences. Scientific Courses. Degree B.S.		<i>Academic Courses.</i> College of Fine Arts and Design. Scientific and Academic Courses. Degrees B.S. and B.A.		<i>Academic Courses.</i> College of Liberal Arts. Academic Courses. Degree B.A.	
Vocational Courses.	Professional Courses. All degrees B.S.	Vocational Courses.	Professional Courses.	Vocational Courses.	Professional Courses.
A. Departments of physics and mathematics.	1. <b>Civil Engineering.</b>	1. Vocal and instrumental musicians.	1. Theory of music degree B.S. in music.	A. Departments of history, politics, sociology, and philosophy. B. Departments of sciences and mathematics. C. Departments of linguistics, literature, and criticism.	A. Departments of history, sociology, and economics. B. Departments of sciences and mathematics. C. Departments of modern language studies.
1. Surveying and drafting.	2. Mechanical engineering.	2. Building.	2. Architecture, degree B.S. in architecture.	1. Extension courses, popular lectures, correspondence school.	1. Administration: (a) Salesmanship. (b) Advertising. (c) Office-work, stenography. (d) Telegraphy. (e) Civil-service employees. (f) Contracting.
2. (a) Manufacturing industries. (b) Artisan trades as carpentry and cabinet-making, shoe-making, masonry and brick-laying, blacksmithing machines, plumbing, use of engines and motors, textile industries.	3. Electrical engineering.	3. (a) Drawing	3. Philosophy or	2. United States consular service.	2. (a) United States consular service and accountants. (c) Insurance.
3. Electricians.		3. (a) United	3. Social and political		2. Banking, finance, and statistics.

and painting with design. (b) Sculpture, modeling, wood-carving and pottery and ceramic art. (d) Textile art. (e) Work in precious metals. (f) Household decoration and domestic art. (g) Landscape gardening. (h) Municipal construction.	the esthetics; logic, theory and criticism; history and literature; degree B.A.	States consular service. (a) Social workers. (c) Detective and police work. (d) Reporting.	litical science, B.A. Sociology and school of philanthropy. (b) Eugenics, anthropology, and ethnology. (c) Criminology. (d) Journalism.
4. Pilots and shipwrights.	4. Navigation and naval architecture.		
B. Departments of physics, and biology.	5. Agriculture and forestry.	4. (a) Physical education. (b) Care of playgrounds. (c) Janitorial service. (d) Mission-workers. (e) Bible teachers.	4. Teaching psychology and education, degree B.A.
5. (a) Farming and dairying. (b) Forestry and lumber. (c) Horticulture, fish and fisheries. (e) Birds. (f) Business-zoology, cattle.	6. (a) Manufacturing industries. (b) Artisan trades and crafts. (c) Furs, hides, and leather.	5. (a) Mission-workers. (b) Bible teachers.	5. Theology, B.D.
7. Household science and economics.	7. Sanitary engineering.	6. (a) Nursing and hospital service. (b) Optometry.	6. Medicine, M.D. (a) Surgery, health and sanitation. (c) Pharmacy. (d) Dentistry. (e) Veterinary medicine.
C. Departments of geography, geology and mineralogy, chemistry and metallurgy.			
8. (a) Mining industries. (b) Metall-workers.	8. Mining engineering.		
D. Graduate schools of sciences and mathematics. Degrees M.A. and Ph.D.	D. Graduate schools of philosophy of fine arts. The history, ethics, and principles of art. Degrees M.A. and Ph.D.	D. Graduate schools of philosophy, literature, and philology, history and politics and law. Degrees M.A. and Ph.D.	D. Graduate school of business management, efficiency, and finance. Degrees M.A. and Ph.D.

This correlation suggests not only the desired co-operation between the university staff and the industries of its community, but also the readiness with which students in the university may be directed into precisely that discipline for which their abilities or necessities have destined them. The reference to high schools in the diagram does not imply that the preparatory work should become a part of the university. The intention is only to show how the different kinds of preparatory courses should be related to the different elements in the university organization.

1. Industrial arts and commerce together comprise nearly all the activities of the business world. The university, therefore, that first of all provides research laboratories and educational opportunities for technological and industrial arts and sciences and for commercial life will render the greatest service to the greatest number. It will strike its roots deep into every organized occupation in the community. The adequate equipment of a college of technological and industrial sciences would demand plans of widest scope. They would range from "continuation schools" for artisans who had lacked early opportunities to research schools for the training of experts in the application of technical science to industries. Such departments as those of Agriculture, of Manufactures, of Artisan Trades and Crafts, and of Domestic or Household Arts and Sciences would, each, easily develop into collegiate dimensions.

The departments of Manufacturing Industries and of Artisan Trades and Crafts would manifestly be most complex and also most closely affiliated with one another. The "co-operation classes" so admirably begun at the University of Cincinnati suggest a development which might branch out in many directions. Equally and immediately practical also for any of our Atlantic cities would be the departments of Fish and Fisheries and of Agriculture. Every harbor and every town would furnish experiment stations. No producer needs this kind of expert advice more than the farmer. It becomes the particular function of the university to place at the command of local producers and craftsmen a knowledge of the experience and accomplishment of other communities anywhere on the globe. The great Western State universities have been pioneers in this service. Such a wide yet minute comparative analysis of industries should greatly stimulate effort and invention.

Moreover, a university that connects its schools of industrial arts and sciences closely with the familiar colleges of technology will possess unique advantages for guiding the individual student in the choice of work. With the least possible friction, without delay, and without duplication of equipment and labor, such a university could train at once the engineer and the artisan for the same industry.

2. With the culture studies of the College of Liberal Arts, no less than with the mathematics and experimental studies of the scientific disciplines, must be affiliated the second of this group of university colleges, the College of Fine Arts and Design. The modes of study and application of the various elements of the esthetic are hitherto usually separate and somewhat unrelated. United and organized as an integral part of university education, they would wield a larger and salutary influence upon the common life. They should exchange helpfulness with the vocational work in the College of Sciences, on the one hand, and with the cultural work in the College of Liberal Arts on the other. The Faculty and studies of a College of Fine Arts manifestly belong to the "City Beautiful." They also should take the lead in creating the City Beautiful. Such a college, closely co-operating with the city government, will utter the authoritative word concerning municipal construction and decoration, and it will produce the artistic and critical workers who know how to plan for the growth of cities in beauty as well as in comfort.

3. The aims and uses of the College of Liberal Arts are already thoroughly defined by the usages of centuries. That college will always serve those who need the vivifying touch of History, Literature, and Philosophy. Its instruction unlocks the largest accumulations of the wisdom of past ages, so that it opens gates at every turn into the fields of the other schools, practical and professional. The "Humanities" are living truth because they are closely related to the interpretations of modern life. The oracles are dumb to the inquiring soul unless they utter such interpretations. The College of Liberal Arts must justify its existence by showing that it is the keeper of light for present-day problems and needs. There is one test of its service: Does it fit the citizen to understand and master its environment? Two reforms should be found in the ideal College of Liberal Arts. First, it should place the highest emphasis in its



instruction upon the studies that make for character in citizenship, not languages by preference, but rather history and social science and ethics and philosophy. Second, it should give its students such efficient direction in studies that the reproach of idleness would disappear—and with it that excessive devotion to athletic sports which has led so many youth astray. The College of Liberal Arts should never be allowed to degenerate into a group of lecturers addressing audiences. Like the ideal schools of science, it should be a community of fellow-students conducting research and experiment together.

4. Even the captains of industry would be instructed by the fourth in this group of university colleges, the College of Commercial Studies. This should be primarily a School of Administration and Finance. Upon the history, politics, economics, and sociology of the College of Liberal Arts the College of Commerce must be based, just as the Industrial and Technological colleges are founded upon their common relationship to elementary science and mathematics. When Industrial and Commercial courses are thus introduced to full membership in university life, business education will be lifted near the ideal plane. It would be relieved from the disadvantages under which it now rests on account of its monopoly by half-recognized schools, which are managed as strictly money-making enterprises by individual proprietors.

I propose, therefore, a university amply endowed and situated in each one of the great cities of our country that is not yet provided with such a power-house for souls; open all the year round; admitting without difficulty every mature and earnest student who wishes to study in its walls; providing every educational training that any one can desire and expert direction in the choice of studies; placing its trained specialists in applied science in touch with every occupation in the community, and especially with the workers, who should be also students; relating industrial and technological education closely together, carrying the scientific knowledge of the university to the people, farmers, artisans, or manufacturers; opening its doors wide to all the high schools of the city; lifting every so-called "business education" to the university plane of study and achievement and sweeping within its boundaries every kind of advanced professional education; emphasizing the educa-

tional value of the Fine Arts as well as that of Industrial Arts; becoming the matrix of all the higher directive educational forces and processes for a great urban community and all its suburban dependencies; correcting that half-knowledge which produces class hatreds and on which demagogues thrive; bringing into daily life the "sweetness and light" of the spiritual world and the power of eternal Truth and thus helping to secure the universal reign of Law and Peace and Righteousness.

For the foundation the sum of ten millions of dollars would be requisite. For the further development of the institution twenty-five millions would be needed to provide for immediate growth and at the same time insure permanent endowment funds of adequate amount. The site ought to include as much as fifty acres, and it is obvious that the initial cost would depend largely upon the value of the location selected. A municipal university of the kind here outlined, when once well established, would inevitably attract many students from outside of the city. The problems arising from increasing numbers of students are, it would seem, best solved by subdividing the colleges, so as to insure relatively small classes for instruction and ample opportunities for intimate acquaintance between teachers and pupils. A single faculty ought not to be responsible for more than five hundred students. The division of expanding universities into groups of small and efficient colleges is, of course, not so economical financially as it is wise educationally and morally. That difficulty of reconciling the fiscal fact with the demands of the ideal must be left to the enlightened public spirit and consecrated wealth of the community.

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